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ABSTRACT

This booklet explains the objectives and curriculum of the program used in the California Children's Centers. This program is based upon the belief that each child should have an opportunity to fulfill his total development as an individual. The curriculum is geared to nine objectives: protecting health and growth, furthering physical development, fostering emotional development, guiding social development, developing language skills, building mathematical concepts, exploring science concepts, expanding aesthetic experiences, and enriching the environment. Listed (in table form) for each of the 9 curriculum phases are introductory goals, teaching methods, materials, equipment, and facilities for each area of learning. Included are appendixes on language and science objectives, parent education, and staff training for the preschool program. (DR)

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PRESCHOOL CURRICULUM GUIDE FOR
CHILDREN'S CENTERS
IN CALIFORNIA

Prepared under the direction of the

Bureau of Compensatory Education Preschool Educational Programs
Office of Compensatory Education

and the

Bureau of Administrative Services
Division of Public School Administration

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Max Rafferty—Superintendent of Public Instruction
Sacramento 1968

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FOREWORD

California Children's Centers, which are administered by the governing boards of school districts and county superintendents of schools, provide an important service to children, parents, and the community.

The Children's Centers program was inaugurated over two decades ago when, in response to war-created needs, the California Legislature authorized establishment of "Child Care Centers" throughout the state to provide care for children of mothers working in defense industries. In 1965 new legislation made significant amendments to the sections of the Education Code pertaining to California's Child Care Centers and also changed their name to "Children's Centers." Since the beginning of the program, the centers have served as important supplements to home and school for many children.

In recent years the role of the centers as they relate to home, school, and community has become more clearly defined, and the centers have gained increasing recognition. At the same time, many persons have expressed the desire for a curriculum that would be designed to meet more effectively the children's developmental needs and interests. It is hoped that this guide to learning experiences primarily geared to three- and four-year-olds will be used as a basic resource by Children's Centers personnel, school administrators, and those in our teacher training institutions who have the major responsibility for training teachers.

Max Rafferty

Superintendent of Public Instruction

A NOTE ON CHILDHOOD

There is no second chance at childhood. It comes and goes quickly. The growing child cannot wait until he is older for the things he needs now. Later will be too late. If he does not get sufficient food and protection from disease when he is young, he may not even live to receive everything we would want him to have later. If he does not have the chance early in life for the normal development of his mind, his body, and his relationship to others, we cannot make it up to him later. The years of his life when he is most impressionable, when he is most eager and ready to learn, will have been lost beyond recall.

--Dorothy Beers Boguslawski,
Child Welfare League of America

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BACKGROUND OF THE CALIFORNIA CHILDREN'S CENTERS PROGRAM

During World War II federal funding was provided under the Lanham Act for day-care centers for children of mothers who were employed. Subsequently, the centers were continued in California under state administration and state financing. The following excerpts from A Brief on the California Children's Centers, California Children's Centers Directors and Supervisors Association (revised 1967), indicates the historical framework of the program:

> The California Legislature for the past two decades has recognized the need for services for children of mothers who must of necessity work outside their homes.
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> In January of 1943 the California Legislature enacted a bill authorizing the establishment of a Statewide Child Care Centers Program under the administration of the State Department of Education and local school districts. [Statutes of 1943, Chapter 16.]
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> . . . . . .
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> The function of the program is to provide, within nursery and school-age centers, supervision and instruction for children from two years of age through the elementary school years during the long hours their mothers are at work.
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> . . . . . .
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> The California Legislature, from the inception of the program in 1943, established a unique pattern by placing the administration of the children's centers under the State Department of Education and local school districts for reasons as valid today as they were many years ago.
>
> It was recognized from the first that wherever children are brought together in groups, education, whether desirable or undesirable, goes on. Therefore, the State delegated to the Department of Education, which has as its primary concern the total educational needs of children, the responsibility for setting standards for the children's centers. The purpose was to guarantee for the children the best possible opportunity to grow into healthy, well-adjusted adults, able to assume their responsibilities as citizens in our society.

In 1965 the Legislature officially changed the legislative intent from the "provision of care and supervision" to "provision of supervision and instruction." The name of the program was also changed from "Child Care Centers" to "Children's Centers," since it was recognized that the term "care" was too narrow a designation for a program as rich in educational experience as that provided by the centers. [Statutes of 1965, Chapter 1717.] In 1967 responsibility for consultant program services was delegated to the Preschool Educational Programs Bureau of the Office of Compensatory Education, California State Department of Education.

PHILOSOPHY OF THE CHILDREN'S CENTERS PROGRAM IN CALIFORNIA

The philosophy of the Children's Centers program is based upon the belief that each child deserves an opportunity to fulfill his total development as an individual. Children come to the children's centers from varied backgrounds, at different levels of maturity, each with his own unique personality. Those responsible for the program are challenged to create an environment that will foster the physical, mental, emotional, and social development of all the children entrusted to their guidance.

The Preschool Child

Each child needs a wide range of early experiences in order to progress effectively from one sequential stage of development to the next. He also needs a warm, accepting teacher to help him make the transition from home and family to group living beyond the family circle.

Learning is a continuous process that begins for each child in his home and progresses as his horizons expand. All areas of a child's learning are interrelated. Experiences in the children's centers should create a wholesome environment that stimulates and motivates constructive learning. The children's centers also help prepare the child for the transition to public school by providing planned learning opportunities at the prekindergarten level.

Responsibilities of Teachers and Contributions of Parents

Teachers with broad academic backgrounds, including a firm knowledge of child development, are greatly needed if preschool children are to derive the most effective benefits from a children's center program. A sense of trust in his teachers is the first requisite a child needs to free him to learn. This trust can subsequently be extended to the public school teachers and create an open-ended approach to learning. To achieve this for the child, teachers in children's centers must be both understanding and skillful in helping children reach for their highest potentials. In addition, each children's center teacher needs to be aware of the contribution parents can make. By empathizing with parents, the teacher can involve them in an understanding and respect for the center's goal and objectives; both the teacher and the parents can contribute mutually to the child's total growth and development.

PRESCHOOL OBJECTIVES IN CHILDREN'S CENTERS

The fundamental aim of the preschool program in a children's center is to provide an environment in which the child can grow and develop to his fullest potential. The children's center offers a curriculum geared to the needs of the child and his sequential stages of maturation. Inherent in the program[1] are the following objectives:

- To foster and protect the child's physical health
- To help the child learn to control his behavior
- To help the child achieve a positive self-image
- To create an environment in which each child feels free to participate as an individual and yet maintain a social give-and-take relationship with his peers
- To foster a sense of responsibility and respect for the rights of others
- To encourage the child to express his creativity
- To encourage communication with peers and adults in order to improve language skills and sharpen conceptual learning
- To encourage the child to listen and concentrate so that the learning process is made effective
- To offer a variety of experiences that will satisfy and stimulate the child's innate interest and curiosity in the world in which he lives
- To strengthen the role of each parent as the most important mainstay of the child's life
- To increase the parents' acceptance of the child as a growing and developing individual needing the parents' love and approval

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[1] See California Administrative Code, Title 5, Education, Section 7916, "Program," on which these objectives are based.

INTRODUCTION TO THE PRESCHOOL CURRICULUM GUIDE

Increased public awareness that early childhood experiences are related significantly to the child's later learning has resulted, in the past few years, in requests for more information about children's centers.

In the early 1960s California legislators began to investigate plans for aiding disadvantaged children, including those of prekindergarten age. Schoolteachers and educators at large observed the influence of out-of-classroom experiences on their in-classroom curriculums. Parents were concerned with the question, "What constitutes a good program for young children?" Staff members of children's centers began to evaluate curriculum needs and to look for ways of interpreting the program to parents and to the community.

Responding to a request of the California State Department of Education, a committee of experienced educators of young children drafted a preliminary curriculum statement in 1964. This was a brief compilation primarily centered on major areas of learning. Implicit in the curriculum statement was the fact that all activities planned for children attending children's centers should involve constructive learning concepts. The present curriculum guide is an enlargement of the 1964 statement developed by the original committee of eight.

In its present form, the curriculum material is focused on the learning experiences provided for three- and four-year-olds.[1] To show continuity of learning from the preschool years onward, Appendixes A and B, containing comparative statements on science and language development, were prepared by Ruth Overfield, committee member and Consultant in Reading, State Department of Education. Appendixes C and D were prepared by Estelle Farber, Consultant in Early Childhood Education, State Department of Education. Additional assistance was given by Jeanada Nolan, Chief, Bureau of Compensatory Education Preschool Educational Programs, Office of Compensatory Education, and Mildred Stainbrook, Consultant in Early Childhood Education, both of the State Department of Education. The objectives of this guide are based on the statewide objectives for the total program, as outlined on page 3.

The members of the 1964 committee were the following:

Theresa S. Mahler (Chairman)
Director, San Francisco Children's Centers

Maxime Christopher, Director
Oakland Children's Centers

Barbara D. Gleason, Director (retired)
Berkeley Children's Centers

Madelon Halpern, Head Teacher
San Francisco Children's Centers

Dorothy Hansen, Curriculum Consultant
Oakland Children's Centers

Ruth Overfield, Consultant in Reading
California State Department of Education

John R. Weber, Field Representative
California State Department of Education

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[1] A curriculum guide for school-age children is in preparation.

PROTECTING HEALTH AND GROWTH

To build a foundation for healthful living for every child, the children's center provides a safe environment in which good health and hygienic habits are learned through established routines and in which maximum growth is fostered through good nutrition.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Health habits	Inspects child each morning when he arrives at the center to observe him for signs of illness, if any; uses care in this routine not to cause child to become apprehensive; as soon as possible, notifies parents in case of illness	Flashlight; first-aid kit A cot in an area that provides isolation for a child who is ill	Develops awareness of the health aspects of the center's program; recognizes the teacher's interest in his health
	Encourages the child to help himself in dressing, eating, brushing teeth, toileting, handwashing at proper times (such as before eating and after toileting), and so on	Lockers, identified with name labels using manuscript lettering (upper- and lower-case), toothbrushes, properly hung and tagged Sinks and toilets of an appropriate height for each age	Strengthens his sense of autonomy Learns to relax through anticipating and following routines Establishes good health and hygiene habits
Health protection	Protects child with appropriate outer clothing to compensate for changing temperatures	Extra clothing Thermometer for outside temperature (hung outside window) Room thermometer to determine inside temperature	Learns cognitively that weather changes require changes in clothing
	Observes child in order to detect stress, fatigue, or possible illness that may develop during the day Watches carefully for what might be suspected as physical, mental, or emotional malfunctioning on the part of any child in the group and reports observations to the appropriate personnel		Learns that people care about him and his needs

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PROTECTING HEALTH AND GROWTH (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Rest periods and nap time	Establishes regular times for rest in a quiet, relaxed environment; during rest time provides soft, quiet music; at nap time, has children remove their shoes and remove clothing other than undergarments, and darkens room to encourage sleep	Mats for resting; cots, identified with each child's name, for rest or nap; pads, rubber sheeting for younger children or "wetters," sheets, blankets Adequate space between mats or cots	Finds comfort in a relaxed environment; increases self-concept derived from resting on "his own" cot and using "his own" bedding
Temperature control	Watches room temperature for health and comfort; provides fresh air during nap time	Indoor thermometer	
Daily nutrition	Creates a pleasant and relaxed environment	Sturdy tables and chairs of correct height	Is encouraged to use chairs correctly (to sit on, not to stand on or to rock)
	Through positive attitudes, demonstrates interest in food and enjoyment of mealtime	Attractively set table and colorful food service	Improves table manners and eating habits
	Correlates child's food consumption with length of day in the center; serves portions of food in relation to child's individual needs	Food, dishes, and utensils for serving breakfast, morning and afternoon snacks, and a substantial meal at noon	Enjoys sociability of eating with other children; enhances his language skills by naming or describing foods, colors, textures, taste; talks about experiences in and out of the center
	Encourages the child to "taste" new foods	Foods selected for nutritional balance, ethnic characteristics, and seasonal variation	Learns to like the foods he needs for good nutrition; enlarges his experiences with unfamiliar foods

PROTECTING HEALTH AND GROWTH (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Daily nutrition (continued)	Introduces new foods, including some that the children have helped to prepare	Child-sized kitchen equipment and cooking facilities	Engages in simple cooking experiences; relates the original form of a food to the form in which it is eaten
Safety measures	Sets up the environment so that it is uncluttered and well planned for organized, comfortable use and safety	Sufficient space for well-defined activity areas, traffic patterns, and adequate storage	Uses play equipment in ways that are safe for him and for the group
	Protects children's eyes by providing adequate light Sets up activity areas according to light needed for comfortable vision		Learns the importance of sufficient lighting; comes to understand that eye strain can be harmful
	Sets limits, firmly and clearly stated, to assure safe use of equipment and materials	Sturdy equipment, geared to the purposes and needs of the children	Increases self-image through the mastery of skills and abilities, "I can do it" attitude becomes internalized Accepts limits established by authority
	Keeps materials and equipment in good repair		Learns to handle equipment constructively and purposefully Calls teacher's attention to broken equipment

PROTECTING HEALTH AND GROWTH (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Safety measures (continued)	Is aware of differences in energy output; alternates vigorous and quiet activities to avoid overstimulation; provides for periods of vigorous outdoor play and outdoor quiet activities when appropriate to a child's needs	Adequate space and appropriate facilities	Accepts authority when encouraged to shift from a strenuous to a quiet activity
	Uses basic first-aid practices and emergency procedures	First-aid kit	Learns to respond spontaneously to an emergency situation

FURTHERING PHYSICAL DEVELOPMENT

The children's center establishes an environment in which each child can develop body coordination and movement skill and can experience growing satisfaction in his own progress in terms of his own physical structure and level of maturation.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Physical environment	Selects furniture and equipment for use in relation to the child's age, size, and developmental abilities	Variety of durable tables, chairs, shelves, and play equipment, proportioned for each age level	Feels comfortable in an environment that frees him to learn and achieve successfully
	Maintains adequate lighting, temperature, ventilation, and sanitation	Reasonably clean, safe equipment; adequate toilet facilities; mirrors over basin at child height	Develops an awareness of pleasant surroundings that contribute to his needs and interests; increases self-help through use of mirrors
Body coordination and limitation	Provides for a variety of activities in well-defined areas	Ample indoor and outdoor space for free movement	Progresses from random body movement to coordinated movement
	Arranges equipment and supervises its use for free activity; changes arrangement frequently to stimulate new interest; plans both vigorous and quiet activities	Climbing apparatus Tricycles; wagons Large hollow blocks; tumbling mat; special jumping (ash) boards; rocking boat; sandbox; shovels, containers, and other related equipment Sprinkling cans, short pieces of hose for water play	Gains confidence in his own body and body skills; succeeds in linking large muscle control with visual perception of his activities Increases constructive, associative play
	Provides an unstructured "adventure play area" (this concept is described in Van der Eyken's The Pre-School Years -- see "Selected References")	Old tires, boards, empty boxes, safe "junk," and the like	Experiences a stimulated imagination

FURTHERING PHYSICAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Comparisons and differences	Guides children in constructive, purposeful activities involving challenge; recognizes variance in children's potentials	Boards of varying lengths; sawhorses; rope and pulleys; packing cases; ladders, buckets	Increases conceptual learning through the recognition of spatial differences -- height, length, width, depth; learns about balancing; learns about weight and differences in weight
Movement skills	Provides music for a variety of movements: marching, hopping, rolling, skipping, walking, running, jumping, whirling, dancing	Ample space for free movement Musical instruments and accessories	Extends range of body responses to include rhythmic movements; gains mastery over his body
	Encourages creativity through body movement	Creative materials; scarves; lengths of silk; crepe-paper streamers; dress-up clothes; dancing costumes; other costumes, including those representative of ethnic groups	Learns to move rhythmically with other children; experiences satisfaction and pleasure in creative movement; dramatizes feelings through movement
	Leads the children into use of a range of materials adapted to the movement skill level of each age group	Balls; rubber tires; skates and jump ropes; walking boards	Develops ability to repeat actions successfully: climbing steps, jumping rope
	Introduces new activities and games and encourages the child to participate		Improves coordination to catch, hold, thrust, point, grip

FURTHERING PHYSICAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Manipulation	Encourages the child to experiment with a wide variety of manipulative materials Has all materials in readiness before children begin activities Explains the importance of exercising care in the use of "grownup" materials such as enamel paint Encourages child to wear aprons for protection of clothing	Unit blocks and supplementary equipment (small trucks, airplanes, toy people, toy animals) Easel (adjustable to accommodate children of varying heights); poster or easel paint for younger children, enamel paint and thinner for older children; shellac; alcohol for removing shellac stains; short-handled brushes; fingerpaint; long-handled brushes Newsprint; skirt hanger (six units) for drying paints; butcher paper or other glossy or semiglossy paper Clay and boards (crock for clay) Plasticene; play dough; rolling pins	Receives introduction to formal learning involving numbers and letters; builds ego satisfaction through mastery over manipulative materials Learns how to use materials constructively Develops habits of putting materials in their proper places and of cleaning up; learns use of special cleansing agents
	Gradually provides new tools for experimentation and creativity to stimulate interest; watches for readiness for new learning so that each sequential stage can be developed to the fullest extent	Flowers and leaves for pressing between wax paper, using hot iron Wax for melting and forming into floating candles	Develops imagination and begins to learn how to adapt it to a painting or drawing; sensory activities help child develop perceptual learning, laying the foundation for conceptual and cognitive (internalized) learning

FURTHERING PHYSICAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Manipulation (continued)	Is aware of handedness; encourages the child to use the preferred hand in the handling of crayons, brushes, tools	Left-handed scissors	Learns to use real tools and to handle them carefully
	Identifies each child's finished product with name printed in manuscript in lower right-hand corner		Increases self-concept
	Displays products on wall or bulletin board; sends work home to be shared with family		

FOSTERING EMOTIONAL DEVELOPMENT

The emotional development of each child is one of the primary concerns of the children's center. Every area of the curriculum involves experiences that can foster the development of healthy attitudes and feelings.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Establishment of rapport	Welcomes the parent and child warmly to establish a friendly, accepting, relationship	Room arrangement and play materials that invite opportunities for exploration, experimentation, and manipulation	Gains the security necessary to enter into group activities; expands his feeling of trust
	Creates an atmosphere of quiet and unhurried movements; allows the child ample time to absorb the new environment	Quiet area for initial adjustment	Experiences an expanding range of emotional feelings
Self-discovery	Understands individual needs and capacities for adaptation		Develops consciousness of himself as a person
	Encourages the child to use those materials that will result in successful achievement; helps when necessary	Puzzles; table toys; interlocking blocks; doll house with furniture and family of dolls; hammer and nail sets; pegboard and pegs; wooden beads for stringing	Establishes a sense of trust in a new adult and a feeling of safety in a new environment
	Remains reasonably close to the new child, ready to respond to his needs		
	Encourages the child to use his own initiative and to accept his own frustration	Variety of play materials to stimulate interest	Builds a feeling of self-confidence and the courage to experiment
Self-discipline	Guides the child toward an acceptance of the needs and behavior of others through group games, organized play, and group discussion	Quoits; bean bags; other simple games with rules	Becomes aware of his influence on others
			Learns to take turns, to share, to use language as a means of encouraging fair play

FOSTERING EMOTIONAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Self-discipline (continued)	Establishes constructive patterns for verbalizing the relationships between the child and his peers	Play materials that encourage associative play	Finds new and effective means of expressing anger and hostility
	Sets necessary and reasonable limits for the support and protection of the child and the group	Sufficient quantity of play equipment to meet the needs of the children	Learns to respect authority and the restrictions imposed upon him; develops inner controls and the ability to assume responsibility for his own behavior
	Encourages dramatic play as a means of helping the child to clarify his understanding of people and situations; stimulates sustaining interest by adding something extra to the situation that broadens concepts	Doll-play and housekeeping area, carefully planned and equipped to stimulate interest and activities Dolls (different skin colors) Doll bed, long enough for a child to climb into, and bedding Doll buggy, pillow, mattress Small table, chairs, and a rocking chair Aluminum dishes, pots and pans (child-size but not too small) Set of four drawers for storing pocketbooks and other small items	Enjoys teacher's constructive interest in their dramatic play Dramatizes his understanding of the world in which he lives

FOSTERING EMOTIONAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Self-discipline (continued)		Housekeeping set, broom, mop Dress-up clothes, pocketbooks, shoes, hats (men's and women's) Clothes tree or rack, skirt hanger (six units), shoe bag Stove, sink, refrigerator, cabinet for dishes; pictures on walls; telephones; ironing boards; iron; pieces of material	

GUIDING SOCIAL DEVELOPMENT

One of the ultimate aims of all education is to help the child become a participating member of society. In the children's center each child is encouraged to become a member of the group and to take part in activities that will help him achieve satisfying personal relationships.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Group life	Introduces the new child to children of his own age group, keeping a watchful eye for positive signs of acceptance	Name identification on locker, cot, products completed or uncompleted	Discovers a new world of peers Likes being called by name; derives satisfaction from acceptance
	Provides activities and plans an environment appropriate for each age level Encourages each child to participate in an activity with one or more children Allows for periods of free social interaction -- singing, dancing, tumbling Maintains a standard of acceptable behavior	Easel paints; fingerpaints; other art material Material for cutting and pasting; tissue paper; transparent paper Flow pens; colored chalk Graded puzzles; games; construction toys	Shares the pleasure of successful accomplishment with his peers Begins to understand the benefits of cooperative interplay Learns to respect leadership Learns to consider the rights and feelings of others
	Plans activities to broaden social interaction and widen horizons: celebrating birthdays, holidays; taking trips; cooking; putting on puppet shows; dramatizing stories; creating flannel board stories	Appropriate materials for special occasions; flannel board; puppets and improvised or commercial-type stage; cooking facilities and equipment	Learns how to subordinate himself for the achievement of a common goal; develops confidence in his ability to handle social situations Achieves feeling of success by his contributions to the planned occasion, such as helping to decorate the table Gains in self-concept

GUIDING SOCIAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
School and community	Orients the child to the scope and routine of school life	The children's center as an entity	Gains security and familiarity with a school environment
	Eases the transition from home surroundings to classroom environment	Books and pictures; play school; story displays about school	Develops a sense of anticipation and a good feeling about school
	Encourages conversation about going to the real school; plans for visits to elementary school and kindergarten room	Pictures showing elementary school buildings and kindergarten classrooms	Is exposed to opportunity for language development
	Plans information projects for holidays, seasons, ethnic celebrations, and special occasions	Art objects, objects with patriotic symbols	Participates in activities related to public school observances, such as May Day ceremonies, Halloween parade
	Reads stories about children from other countries; invites discussion; clarifies areas to increase comprehension	Films; ethnic foods; costumes Attractive pictures of children from other countries Books about children from other countries	Enlarges his concept of children who are different

GUIDING SOCIAL DEVELOPMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
School and community (continued)	Identifies the various work roles in the community, gradually extending the child's horizon	Story books; flannel board stories; filmstrips; films; pictures on walls Outside visitors Trips to industrial plants (simple level), stores, pet shop, park, junior museum, zoo, farm, airport, carbarn, bus station, post office	Begins to understand the working role of adults Experiences broadened horizons through the introduction of new experiences involving people who are productive and important to the community
	Encourages the children to discuss their parents' roles in the community	Free materials from parents' places of employment, such as scrap wire, thread cones, spools	Feels important about his parents' roles in the community

DEVELOPING LANGUAGE SKILLS

Since the effective use and comprehension of language is fundamental to all learning, a major function of the children's center is to help each child to acquire a basic vocabulary, the ability to communicate, and experience with concepts that will lead him to develop his intellectual potential to the fullest.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Speech fundamentals	Speaks in a well-modulated voice and in short, distinct sentences using correct pronunciation Uses a vocabulary that the child can understand, but adds new words that occur in books or conversation to promote feedback Teaches standard usage Engages the individual child in relaying directions and instructions	Record player and records; tape recordings; pictures; books; word-association and identification games	Expands his vocabulary through listening and being encouraged to use the language as a learning tool Acquires the basic vocabulary for future learning; begins to enunciate and to be articulate Listens with discrimination
Self-expression	Offers an ever-changing variety of situations in which the child can verbalize real-life roles as he plays them Assists the child to verbalize his imagination and experiences freely Urges the child to use words to express and relieve his feelings	Dress-up clothes; household play equipment and furniture; puppets; variety of dolls	Experiences feelings of pleasure and satisfaction from his own ability to verbalize Becomes aware of a growing sense of his own importance and individuality Reconciles the structure of language with his five senses Substitutes language for physical expression as an emotional outlet

DEVELOPING LANGUAGE SKILLS (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Social expression	Encourages the child to use language as a means of communication within the group	Visual aids Space and facilities for organized games	Develops the capacity to function effectively as a member of the group
	Allows for and respects cultural and ethnic differences in children's speech		Uses language persuasively and with respect for the rights and feelings of others
	Offers every child the opportunity to participate	Art material Tape recording of children's verbal expression; play telephones	Learns to explain himself and to comprehend what others are saying to him
Intellectual development	Consciously chooses learning experiences that will introduce new ideas and terminology	Space and materials for science experiments; cookery	Enlarges his vocabulary in new dimensions of interest leading to the use of books as a supplementary source of increasing knowledge
Open-ended learning	Organizes sequence of experiences that utilize what is known as a foundation for presenting new ideas		Discovers a capacity to differentiate and generalize Is motivated to continue to learn
Laying the foundation for reading concepts	Prepares the child to recognize letter formation; eases the child's transition to the public school classroom	Name labels used on lockers and cots; toothbrush tags; inscriptions used to identify children's products; and the like Other types of labels and signs commonly used in the environment	Becomes accustomed to seeing his name as it appears in the children's center so that he will recognize it later in the public school environment Expands word concepts

DEVELOPING LANGUAGE SKILLS (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Introduction to language and literature	Presents poetry, stories, and descriptions that stimulate vocabulary expansion	Books and pictures for children; stories and poems by children; records and tapes; films and filmstrips; listening posts	Increases attention span; relates cause-effect, before-after, and similar concepts; learns to enjoy using language to express himself
	Capitalizes on opportunities to emphasize similarities and differences in words	Matching games; picture cards	Increases the awareness of the meaning of words
	Encourages the child to recall and accurately describe his experiences	Identification games; guessing games (surprise box)	Reinforces memory by repeating what he has learned

BUILDING MATHEMATICAL CONCEPTS

The children's center aids the child in building a foundation in mathematics by providing activities with numbers and measurement and by offering firsthand experiences that require quantitative operations in their performance.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Laying the foundation for mathematical concepts	Counts objects and equipment and encourages the child to relate symbol to number	Familiar objects in multiples; phonograph records; songbooks or copies of appropriate songs; books of verse; pictures; fingerplay materials	Learns names and sequence of numbers
	Counts in relation to children, days, calendar, and age; provides learning experiences in numerical relationships of large to small, many to few, and part to whole		Becomes familiar with variation in quantity
	Supplies blocks of different sizes and shapes; understands the significance of "unit" blocks and keeps them in proper order; also supplies boards and other materials as needed	Small table, blocks, unit blocks, and hollow blocks; boards of various lengths (up to 4 feet) to be used in conjunction with the hollow blocks	Solves problems of dimension, area, and balance
	Utilizes firsthand experiences for measuring by allowing the child to measure for himself		Experiences idea of exact portion and learns the vocabulary of common measurement
	Creates situations wherein the child may have a variety of experiences in pouring, filling, lifting, balancing, and weighing	Water-play and sand-play equipment; short lengths of hose, buckets; spoons, scoops, shovels, variety of containers, sieves, funnels Cooking equipment, including scales, measuring cups, and measuring spoons	Learns to perceive differences with respect to capacity, size, shape, and weight

BUILDING MATHEMATICAL CONCEPTS (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Learning time concepts and following routine patterns	Communicates the sequences of the school day	Clock Books about time Songbooks containing songs about time	Develops a sense of time in preparation for learning to read the clock
	Makes comparisons between day and night; yesterday, today, and tomorrow; young and old	Calendar; pictures; storybooks; songbooks; phonograph records Materials that relate to birthdays, holidays, seasonal activities	Distinguishes between the immediate past, the present, and the future Develops ability to make comparisons and recognize differences

EXPLORING SCIENCE CONCEPTS

Every young child is curious about the physical world. It is the aim of the children's center to satisfy and further stimulate that curiosity by giving the child direct experience with natural phenomena and by encouraging him in his exploration, observation, and experimentation.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
The natural environment	Guides the child's exploration of the natural world and helps him to arrive at logical explanations of what he observes	Collection of small live animals Collection of rocks and minerals Collection of shells Terrariums and aquariums Receptacle for insects Ant farms Seeds and plants Honey in combs Magnifying lenses Pictures and illustrated books about natural phenomena Implements such as containers, trowels, watering cans	Extends curiosity toward a desire for factual and significant information; learns to observe
	Arranges study trips and plans projects that will enable the child to observe natural phenomena and natural processes at close range	Specially arranged places to visit, such as gardens, neighborhood parks, nature museums, displays prepared by conservation organizations for small children, library displays and programs for young children Containers and seeds for sprouting Growing plants "Pretty" leaves for collections	Experiences the beginnings of a long-range interest in study of natural objects

EXPLORING SCIENCE CONCEPTS (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Human physiology	Teaches the child the various parts and functions of his own body and uses correct terminology	Books, pictures, and charts Books containing songs and rhymes	Begins to be aware of the human body and its functions
Basic science concepts	Guides the child's exploration of elementary science phenomena and helps him to arrive at logical explanations for what he experiences	Simple equipment for examples of science phenomena: magnets; prisms; thermometers; batteries and light bulbs	Gains first-hand experience in the observation of simple scientific principles; discovers new areas of interest Grows in self-confidence and develops a greater sense of autonomy
	Demonstrates and explains the operation of mechanical objects in the child's everyday world; encourages exploration and experimentation	Pulleys and wheels Locks and keys Springs of various types Toy airplanes, boats, cars, and trucks that are mechanically operated	Becomes familiar with everyday mechanical objects
	Utilizes source materials to increase the child's understanding and expand his vocabulary; arranges visits to libraries, junior museums, and other sources of information	Dictionary; encyclopedia, maps, globes, and charts Exhibits prepared for children by science museums and other organizations	Becomes aware of reference materials as learning resources

EXPANDING AESTHETIC EXPERIENCES

The children's center puts strong emphasis on the development of the child's natural feeling for rhythm and beauty by offering him the materials and opportunity for free creative expression in music, dance, and art.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Sensitivity to sound and rhythm	Responds to child's awareness of actual sounds in the environment, such as those produced by wind, thunder, rain, running water, birds, insects, machinery	Phonograph recording of sounds	Learns to differentiate sounds in the world around him and develops an appreciation of the musical rhythms that exist in his environment
Auditory discrimination	Schedules regular music experiences that allow the child to differentiate sound and to experiment with a number of instruments	Autoharp, xylophone, piano Bells, drums, triangles, tone blocks, tambourines, castanets, rhythm sticks Gourds and certain creative devices and arrangements such as sealed cans containing pebbles, drinking glasses containing water at different levels, a series of suspended clay flower pots of graded sizes	Develops auditory discrimination and the ability to reproduce tone; increases attention span; expands creative potential
Relaxing and listening	Provides quiet period for relaxing and listening so that the children can prepare for the next activity; uses this period to see that the cycle of rest and activity is maintained while exposing the children to carefully selected, restful music	Phonograph records or tape recordings of classical, folk, and ethnic music	Experiences good music in an atmosphere which is conducive to its enjoyment

EXPANDING AESTHETIC EXPERIENCES (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Group participation in music activities	Leads the group in music activities that encourage vocal and rhythmic participation; makes tape recordings of group participation and plays them back for the children and their parents; provides opportunity for feedback to reinforce learning by holding discussions and inviting comments	Use of teacher's voice (must be in good pitch); piano, autoharp, recorder (wind instrument), phonograph records, tape recording apparatus	Broadens musical range; de-develops feeling for rhythm; begins to appreciate the internalized experience of singing together
Creative body movements	Motivates the children to express freely a wide range of rhythmic body movements in accompaniment to music; allows the children to remove shoes so that they can move about with greater ease and less noise	Adequate space for free body movement Scarves, hats, costumes, crepe paper streamers; various pieces of light-weight, colored cloth materials Certain equipment that can be used imaginatively, such as hoops and large balls, ropes for jumping and tugging, and chairs for "trains," "buses," and the like	Derives satisfaction from spontaneous expression and finds joy in the use and control of his body; relieves tensions constructively
Group dancing	Provides occasions for group dancing, using and interpreting folk music when possible	Ample space for free movement Phonograph records of ethnic dance music	Learns by imitation new forms of social expression Begins to appreciate ethnic music

EXPANDING AESTHETIC EXPERIENCES (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Basic preparation for art experiences	Creates a pleasant, aesthetic environment, incorporating the children's products attractively displayed and frequently changed	Fresh flowers in vases or attractive bottles Dried natural growth, such as tumbleweed, manzanita, greasewood, reeds and grasses of various kinds, pine cones, acorns, gourds Colorful displays of fruits and vegetables; living plants and shrubs Pictures and paintings (often available from public libraries) Mobiles Displays of children's products; photographs showing the children engaged in creative activities	Derives satisfaction from being surrounded by beauty and orderliness; develops values; intensifies sensitivity to nature's wonders; feels the need to express himself creatively Increases self-image when his work appears with his name plainly marked to identify it as "his" and also when he sees himself in photographs
Art expression	Helps the child to develop an appreciation of art by bringing into the environment materials and art objects that are decorative and that stimulate interest in color, form, and texture	Fine art reproductions, pictures, colorful art books Interesting driftwood, stones and shells, and other natural objects Artistic textiles and ceramics Nature films and filmstrips in color	Becomes aware of the beauty in his surroundings and develops a sense of values of the artistic

EXPANDING AESTHETIC EXPERIENCES (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Art expression (continued)	Supplies a variety of art media that allows for freedom and ease of expression at every age level	Age-grade materials for drawings, painting, manipulating, arranging, designing, constructing Art tools as might be needed	Finds expressive outlets for his creative energies in constructive "work" situations
Kinesthetic art experiences	Provides opportunities for various kinds of creative manipulation	Play dough, different kinds of modeling clay, plaster of Paris, papier-mâché, used candle wax Papers: manila, construction, tissue, crepe, Da-Glo, and so on Materials for collages: seeds, feathers, beans, toothpicks, pipe cleaners, absorbent cotton, swatches of material (cloth, leather, aluminum foil), string, buttons, bottle tops, egg shells	Finds wholesome outlets for emotional release and relaxation Increases manual dexterity Begins to recognize how many ordinary resources can be used creatively and economically
New techniques in the use of art media	Teaches new techniques in the use of art media and guides the child toward achieving a successful experience	Readily available discarded items such as milk and egg cartons, boxes, cans, plastic bottles, and other plastic containers	Enjoys feeling of accomplishment Gains appreciation for materials and art tools
Perceptual acuity	Recognizes the child's interest and encourages him to express his imagination		Learns the visual effects of line, color, and form

EXPANDING AESTHETIC EXPERIENCES (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Development of constructive work habits	Helps the child to develop constructive work habits by establishing an orderly arrangement of attractive containers, appropriately labeled, for different kinds of art materials Helps the children to pursue their creative activities in uncluttered working areas Provides ample space in which each child can work comfortably	Containers and labels for art materials Sponges, rags, and other materials for cleanup purposes Wastepaper baskets, close at hand	Learns to use and put away working materials Acquires a sense of responsibility Expresses himself more freely and more fully in an orderly atmosphere Learns word concepts through identifying the contents of the labeled containers

ENRICHING THE ENVIRONMENT

Study trips and other away-from-school activities form an important area of experience and learning. The opportunity to change the day's schedule to permit the children to move out into an expanded environment creates eagerness and enthusiasm and opens areas for new knowledge, interests, and learning. Visits from people who have a working role in the community also contribute to broadening the children's horizons.

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Away-from-school activities	Provides opportunity for periodic study trips, walks, picnics, and other away-from-school activities as part of the preschool curriculum		
	Makes a preliminary visit to the selected place to ensure a successful experience for the children; familiarizes herself with environmental details that should be pointed out to capture and stimulate the children's interests; is on the alert for any safety precautions that need to be taken		
	Discusses with the children plans for an off-grounds activity; such as a study trip; encourages them to contribute to the discussion		Improves his self-image Contributes positively to social interaction
	Formulates definite plans for a study trip; states them clearly to the children Distributes written plans and directives to adults Provides for adequate adult supervision	Identification tags for all of the children Proper clothing First-aid kit; tissues	Learns the importance of planning and organizing Enjoys the anticipation of going somewhere Feels a sense of importance as a participant

ENRICHING THE ENVIRONMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Away-from-school activities (continued)	Makes adults aware of exact number of children going on trip		
	Requests children to go to the toilet prior to departure		
	During study trip, keeps adult voices calm and low to minimize excitement; maintains role as leader		Learns to exercise self-control, to conform to group patterns of behavior, and to respect authority
	Gives the children ample time to observe, to ask questions, and to collect objects if the nature of the activity warrants this	Bags, satchels, boxes, cans, or other containers for collecting objects	Experiences a greater sense of trust in adults who care enough to allow him to move at his own pace and to do what interests him; has a good feeling about the world as he absorbs new experiences
	Provides periods for rest and nutrition	Food and equipment as needed	Responds warmly to the concern the teacher manifests by meeting his needs
	Photographs the children whenever possible	Camera and film	

ENRICHING THE ENVIRONMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Away-from-school activities (continued)	Capitalizes on children's reactions to the trip -- for example: makes tape recordings and anecdotal notes of comments and discussions; helps children to display objects artistically; exhibits pictures related to the study trip and photographs taken of the children; answers additional questions and invites further discussion; encourages the children to express their feelings in a variety of creative ways; sparks enthusiasm	Prints, posters, and other commercial illustrations related to the study trip Books specially selected to reinforce group discussion Other materials, such as films and filmstrips, introduced by the teacher to embellish learning Displays of children's products as outgrowths of their experiences (drawings, paintings, collages, collections, molded forms, and other unstructured creations), to which the teacher has added special strips quoting in large manuscript letters the comments made by the children about the trip -- each strip identified with the name of the child	Seeks opportunity to express himself creatively Discovers new vistas for learning Learns that listening to the other children can be interesting Exercises self-control during group discussion, moves from impulsiveness to restraint by waiting for his turn to participate Appreciates the value of collecting May attempt to imitate the teacher's procedure in artistically arranging the displays Expands his vocabulary Begins to correlate his experiences with the printed word

ENRICHING THE ENVIRONMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
Away-from-school activities (continued)	Generates continued interest in this experience over a period of time by bringing in pertinent materials such as books and pictures and by encouraging the children to do likewise Projects this experience into planning future study trips and whets the interest of the children in planning with them	Additional books, pictures, films, and other materials	Begins to comprehend the continuous flow of learning Becomes more aware of the nature of enthusiasm as a contributing factor to pleasant living Anticipates the next enriching experience
Community contacts: a. Community	Takes advantage of construction, repair, and other activities of learning interest and value to the children (for example: telephone repair, road construction, street cleaning, tree spraying, roofing, exterior painting, plumbing, window washing, carpentry, gardening, and landscaping)	Books, pictures, films, filmstrips, and other materials that relate to these activities and reinforce learning	Forms a positive image of a working person Develops respect for the roles of workers Begins to perceive relationships between usage and repair Begins to understand the effectiveness of teamwork Observes the need for leadership Reconciles leadership with the carrying out of orders Develops a concept of work by observing a variety of skills

ENRICHING THE ENVIRONMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
b. Visits of community personnel to the Center	Invites community personnel to talk with the children (for example: policeman, fireman, dentist, pediatrician, magician, museum curator, mailman, airplane pilot, locomotive engineer, member of the armed forces, artist, musician, storyteller, athlete) Utilizes these visits to expand the children's knowledge, to inspire the children to identify with achievers, and to promote community-school relationships		Identifies with both professional and nonprofessional people Respects and admires adults who serve the community in constructive ways Gains understanding of the nature of work and responsibility Acquires factual information about a variety of skills Becomes aware of the value of accomplishment Develops a sense of trust in adults through direct contacts with persons who accept him
	Encourages the children to perform certain tasks in connection with these visits, such as helping to write a note of invitation and a note of thanks (involves the children in buying stamps, addressing envelopes, using ZIP code, mailing the letter); prepares the children for these visitations with respect to behavior; briefs the visitor on the short attention span of the preschool child and suggests that the visitor allow time for answering questions	Stamps, envelopes, writing materials	Learns some of the social amenities, such as inviting and thanking Attains a knowledge of the process involved in sending a letter Exercises self-discipline during the visit Observes and incorporates the teacher's courteous attitude toward the visitor

ENRICHING THE ENVIRONMENT (continued)

Areas of Learning	The Teacher: Methods and Procedures	Materials, Equipment, and Facilities	The Child: Introductory Goals
b. Visits of community personnel to the Center (continued)	Guides the children in expressing creatively their reactions to these visits (for example, dramatization, discussion, painting, block building Clarifies uncertain or misunderstood concepts to strengthen comprehension Praises the behavior of the children, both on a group basis and individually	Variety of materials and equipment available in the center	Internalizes learning through creative effort Experiences a warm feeling toward people and life Is helped to perceive more clearly Satisfies his need for recognition

Appendix A

A COMPARISON OF LANGUAGE OBJECTIVES

A child's education begins at birth. The kinds of experience he has in his earliest years will contribute to the richness or paucity of his adult life. At the core of his learning is language -- which opens the path for him to gain mastery over his environment in a socially constructive way. One of the major problems of the preschool child is, therefore, to establish effective verbal communication with the people around him.

Each child must learn the particular system of communication that is commonly accepted and adopted by his culture in order to communicate with others and to express his thoughts as an individual. The system of the culture is old and is made up of a multitude of symbols that have taken on meaning through association with past experiences. The child is new in the world and has a limited background of experiences. His task is to master the symbols of the language and put them to his use. It is a large assignment, and education at all levels and in all areas of the curriculum seeks to help the child or student in his huge learning task.

Mastery of language skill in any intermediate or upper grade or even in college has its beginning in the curriculum of the preschool. The following comparison of the objectives of preschool teaching in language and the topics listed for study in an eighth grade language textbook illustrate the continuity of language development:

Language objectives for the preschool	Topics in eighth grade textbook
Working for effective expression	Working for effective expression
Increasing knowledge of meanings of words	Varying sentences
Increasing precision of expression	Learning structure and arrangement
Encouraging creativeness in use of language	Improving word choice
Developing sense of pleasure and humor in use of language	Improving speaking habits
	Learning to have a good discussion
	Improving conversation habits
Increasing skill in hearing and saying sounds	Learning to give directions and explanations
Gaining awareness of need for listener to understand	Improving use of body and voice
Increasing listening skills	Reading aloud
Learning what to listen to	Telling stories
Learning when to listen	Giving reports
	Choral reading

A COMPARISON OF LANGUAGE OBJECTIVES (continued)

Building attitude of appreciation for books and what they offer

Associating meaning with pictures

Finding answers to questions raised through observation, experimentation, and use of books

Associating oral language with written and printed symbols

Beginning to coordinate finer muscles needed in writing and printing

Listening
- Learning to be a good listener
- Listening to directions and explanations
- Building good TV, radio habits

Improving reading habits
- Reading for different purposes
- Reading graphs and pictures
- Developing skill in selecting central thought, in outlining

Finding and using information
- Using reference books
- Reports on reading

Improving writing skills
- Reviewing punctuation, capitals, form
- Improving spelling
- Improving sentences
- Improving paragraphs

Appendix B[1]

SCIENCE IN THE PRESCHOOL PROGRAM

The young child who comes to preschool has already launched upon an informal program of investigation of his physical and social surroundings. The preschool curriculum provides an environment that extends his firsthand investigations and helps him to integrate the results meaningfully into knowledge he has already acquired. The selection of what goes into the environment, together with the encouragement given to observation, investigation, and discovery of relationships, forms the basis for science learning in the preschool.

With the help of the teacher, the child can be guided into achieving the purposes of science education. As stated in Science Curriculum Development in the Elementary School:

> . . . the primary purposes of science teaching in the elementary schools are to help children acquire the following:
>
> Knowledge and understanding of natural phenomena and familiarity with the physical and biological environment in terms of fundamental concepts
>
> Understanding and appreciation of the nature of science as a study of natural phenomena based on observation, investigation, and the discovery of relationships
>
> Ability in use and development of the rational powers of the mind
>
> Understanding and appreciation of the relation of science to the activity of man

The fundamental concepts of science may be divided into four strands for teaching in all grades through activities appropriate to each age level:

Variety and Pattern
Continuity and Change
Interaction and Interdependence
Evolutionary Development

All curriculum should be planned to contribute to the child's understanding of these basic ideas. Each strand can be developed through the study of any branch of science. For use in elementary schools, a division into the following branches has been suggested:

Living Things
The Earth
The Universe
Matter and Energy

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[1] This appendix is based primarily on the material contained in Science Curriculum Development in the Elementary School. Sacramento: California State Department of Education, 1964.

SCIENCE IN THE PRESCHOOL PROGRAM (continued)

Following are some examples of planned experiences in preschool that relate to the concepts set forth in the curriculum for the elementary level:

Observing and noting differences in fish and frogs. This is one kind of activity that develops understanding of variety and pattern in the study of living things.

Handling sand, recognizing its grainy feel, its loose and flowing quality, and its weight. This activity contributes to the understanding of variety and pattern in the study of the earth.

Observing and comparing the differences between day and night. These are first steps in recognizing variety and pattern in the study of the universe.

Handling a magnet and discovering what it will and will not do. This introduces understanding of variety and pattern in the study of matter and energy.

The preschool curriculum can also be planned to develop concepts of continuity and change in each of the areas of suggested content. This planning and developing can be done, too, for the interaction and interdependence strand and the evolutionary development strand.

A further breakdown of the divisions of science content is made for primary, intermediate, and upper grades. These suggest generalizations that, it is to be hoped, will emerge after children have had numerous guided experiences with specific facts. Appropriate generalizations that may be adapted and developed in the preschool curriculum are listed on pages 14 and 15 of Science Curriculum Development in the Elementary School.

For any level of education, the curriculum should provide information from all areas of science. The interrelationships among these areas should be brought out constantly so that understanding of all four strands that make up the structure of science is gradually generated among the children.

Appendix C

PLANNING A PARENT EDUCATION PROGRAM

The pattern of child rearing in any family must be appropriate to the needs of both parent and child. The interaction between parent and child can become more effective in a positive way when the parent is helped to understand what to expect at each stage of development.

Teachers can help working parents achieve an understanding of their children's development at planned meetings geared to the parents' specific needs. The teachers should display an empathetic awareness of the effort it takes for the parents to sustain interest at the end of a day's work. Some centers have provided a simple supper for parents and children at a minimum cost. Other centers have asked the parents to bring a "bag" supper for themselves and their children. The children are supervised by teachers who take turns for this extracurricular assignment. While special effort on the part of the teachers is required, it is their responsibility to recognize the educational values inherent in a parent education program in which their ideas have been sought and incorporated.

Some centers have found it practical to hold a 7 to 9 p.m. meeting, without the presence of children, and serve coffee and cake for the social period.

Interest and ingenuity play an important role in an effective parent education program. Parents who become involved augment their interest in their children's progress, and the role of the children's centers thus furthers each child's potential.

Meetings should be timed so that the children are not kept up overlong. Two-year-olds can be given a rest after their supper.

The following topics have been covered in successful parent meetings:

Discipline
Coping with behavior problems
Stages of development
Health habits
Dental care
Conservation of eyes
Introducing sex education to the preschool child
Legislation affecting parents and children
Interpretation of children's center programs
Nutrition
Consumer education
Good grooming for adults
How to make out an income tax report
Exhibits of children's products
Films of children in action
Tape recordings of children's individual activities or group activities

PLANNING A PARENT EDUCATION PROGRAM (continued)

Meetings can be led by the center's nurse, a pediatrician, a dentist, a public health official, a parent educator, a teacher, a social worker, or other qualified person; or by a specialist in a particular field, such as a legislator or a certified public accountant. A variety of techniques can be used; for example, films, filmstrips, American Theatre Wing plays, role playing, puppet acts, book reviews, and discussions.

Children's center personnel, while endeavoring to create a learning atmosphere for the child, simultaneously open areas of learning to the parent regarding child development and human behavior in general. One of the greatest benefits derived from parent meetings is the relief the parents feel in knowing that others have similar problems with which to cope.

The parents' participation increases their respect for the children's centers as an educational institution. The parents are introduced to current pamphlets and books on family relations, and the knowledge gained through reading and discussion serves as an incentive for action. The child's self-concept improves as a result of the satisfaction and comfort he derives from having his parents participate in "his" school's function, and he feels and responds positively to the support he is getting from the mutual interest displayed in him by parent and teacher. Finally, family relations are strengthened as a result of a better understanding and acceptance of the child as a person, with his own individuality.

Appendix D

STAFF TRAINING AND STAFF AIDES

The following topics warrant consideration in plans or evaluations that are made in relation to the operation and the program of a children's center.

Staff Meetings

Staff meetings should be scheduled regularly. The quiet period when the children are napping or resting is a good time to talk to individual parents. Some centers arrange for regular evening meetings.

The staff meeting is an appropriate occasion for discussing program planning, parent meetings, room and hall decorating for special occasions, trips, joint picnics, joint use of film showings, sharing of pets, and the like. During the meetings teachers may discuss their experiences with children and thus help other teachers share in their observations. Suggestions for coping with behavior problems, when made in a group setting, reinforce staff understanding of child behavior. Understanding will lead to consistent handling of a child through concerted group interest in his development.

Inservice Training

Continuous staff training should be a part of the activity of every children's center. Inservice training is usually conducted by the head teacher, whose background and experience have prepared her for this area of responsibility. Teachers and aides may find that visits to other schools will broaden their realization of what others are doing in the field of preschool education. As an outgrowth of such visiting, a children's center program is frequently reassessed objectively. A good library for the staff is an important adjunct to the inservice educational program and can be made to function successfully on a sharing basis. Low-cost paperback editions of some of the better books on preschool education are now available.

Professional Organizations

Membership in professional organizations will serve to sustain the interest of the teachers, especially those who actively participate in conferences and workshops.

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